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ABSTRACT

Designed by the Monroe County Library System as a cooperative venture with Model Cities and the Adult Basic Education Department of the City School District of Rochester, New York, the project explored the feasibility of using socially oriented programs and area canvass by library aides to uncover communication needs and recruit enrollees for an area adult basic education program. Monroe County, New York, was estimated to have more than 20,000 functionally illiterate adults from divergent backgrounds. The report covers: recruitment and training of the library aides, development of the advisory task force, types of programs sponsored, evaluation methods, and a discussion of the difficulties inherent and experienced in a multiagency venture. Although funding by the Adult Basic Education unit became unavailable in the early stages, similar objectives of encouraging adult basic education participation in general and providing aid to such programs with library materials and support were devised. It was found that cooperative funding efforts require careful consideration, skillful coordination, and a maintenance of effort to insure maximum functioning. The most important development of the project was the continuing interaction between the library and the involved agencies. Three-fourths of the document consists of appendixes of locally used promotional material. (EA)

ED 098393

Final Report

Project No. 2-0981
Grant No. OEG-0-72-4604

Right-To-Read For Adults

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EDUCATION & WELFARE
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Kathlyn C. Adams

Monroe County Library System

Rochester, New York

March 1974

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CE 002 495

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Libraries and Learning Resources

Author's Abstract

The "Adult Right-to-Read" Project was designed by the Monroe County Library System as a cooperative venture with Model Cities and the Adult Basic Education Department of the City School District of Rochester, N. Y. to explore the feasibility of using socially oriented programs and area canvass by library aides as methods to uncover communication needs and recruit enrollees for an Adult Basic Education program existing within the target area.

This report covers the recruitment and training of the library aides; the development of the advisory task force; types of programs sponsored; evaluation methods; and a discussion of the difficulties inherent and experienced in a multi-agency effort of this nature.

The demise of the Adult Basic Education component early in the action stages of the project could have nullified the entire process. However, similar objectives of encouraging Adult Basic Education participation in general and providing aid to such programs with library materials and support were devised. Most important was the development of interaction between the library and agencies involved which continues to flourish.

INTRODUCTION

Adult illiteracy has long been a blight in these United States. Within Monroe County, N. Y., one of the more affluent in the U. S. and containing a high percentage of persons with post-secondary education, there exists an estimated 20,000+ functionally illiterate adults. Persons in need of the basic educational skills come from divergent backgrounds and include: foreign-language emigrés from Puerto Rico, Central and South America, Italy, and central Europe who, as a result of poverty and inadequate or "elitist" educational system, often do not possess basic skills in their own language; under-educated persons from the southern and Appalachian states who never "dropped into" any educational pattern; and drop-outs, turned off by traditional and meaningless (to them) approaches to learning.

Staff members of the Monroe County Library System had long been aware of the problem locally and had provided supportive services and materials to the local school system, migrant populations, and other programs serving the adult struggling to acquire the basic skills necessary to survive.

During the winter of 1971-72, an opportunity arose for the Library System to participate in a cooperative venture with Model Cities and the Rochester City School District to explore methods for introducing persons to library services and to an Adult Basic Education Program (ABE) in the Model Cities area.

PROJECT DESCRIPTION

The Library System proposed to hire library aides and establish a task force of community residents to assist with planning and implementing socially oriented programs in the neighborhood libraries; to help determine the feasibility of such an approach for ascertaining educational needs and recruiting enrollees for an existing ABE program; and to acquaint persons living and working in the Model Cities area with the services and materials available through their public library.

The program was designed to fit into the existing library branch structure actively utilizing facilities, materials and staff; and to complement an existing ABE program.

The library was required to use the employment office of Model Cities for the recruitment of project personnel. After a lengthy and difficult process, two library aides - one Spanish-speaking - were hired to work in the community. Their training included instruction in community work library services, and operation of audio-visual equipment; and orientation to the functions and structure of the Model Cities organization and its Adult Basic Education component.

The library aides worked in the community; had regular hours when they worked in their assigned branches; served on the task force; participated in the implementation of programs; enrolled in on-the-job training opportunities; and reported regularly to the project director.

An advisory task force was formed that included Model Cities and library staff members; people who lived or worked in the area; and a representative from the Model Neighborhood Council.

The task force met on a continuing basis to devise and explore programming possibilities, deal with necessary program adjustments, and maintain an ongoing evaluation of the project.

Cooperative efforts with the Urban Information Center of the library system provided an orientation for Model Cities staff in the use of the newly compiled Human Services Directory. This same office coordinated a successful attempt by the Internal Revenue Service to provide tax preparation services to inner-city residents in a meaningful and easily accessible manner. The tax staff was especially grateful for the break-through with the Spanish community.

A joint and ambitious effort, involving much thought and planning, to produce a Social Services Workshop in cooperation with a Welfare Rights Group failed when the originators did not carry through.

Programs for the staff were devised to foster better services by project staff, librarians and Model Cities personnel.

A job/careers program provided background and practical information about the N.Y.S. Employment Service; and the three libraries serving the project area followed through with week-long library programs that incorporated computerized daily job bank information, career materials, and on-site counseling by the Employment Office staff.

The library aides enrolled in an office practice course provided by Model Cities and also participated in workshops dealing with personal development, communication, and community awareness.

Cooking and sewing classes were considered important by task force members, but physical and equipment limitations were never fully resolved. Five area residents and the library aides did complete a course in demonstration cookery offered free of charge by the local utility company and arranged by task force efforts.

Materials acquisition and development were important elements in the program. Learning games and materials relating to basic education, jobs, and high school equivalency tests were purchased to enrich the branch collections and those at Model Cities and the Adult Basic Education sites.

The library aides distributed materials describing and/or promoting the senior employment program, toy safety, the Supplementary Security Income changeover, and a proposed City Charter change. As the project ended, work was still in progress on a pamphlet describing adult educational opportunities available to residents in the area.

The library provided business pamphlets to the staff of the Economic Development Corporation of Model Cities and also to the Spanish Businessmen's Association. Additionally, film information and program assistance was provided in one training course for minority businessmen and a library orientation component was incorporated in another.

An overview of the Problems

As with many programs, the lag generated by "start-up time", was present in this endeavor, and the complicity of agency involvement tended to increase this factor.

First there was the need to execute and effect a contract with Model Cities: until this was accomplished, there was a reluctance to proceed to make too many commitments. Nevertheless, aware of recruitment difficulties from past experience, the wheels for employment of the library aides were set in motion while contract negotiations were in progress.

Recruiting through another agency remains an experience to remember. Despite a job description and explanation of the necessary qualifications for applicants, much time was spent on interviews with people who were not sufficiently screened. Bilingual, Spanish-speaking applicants proved the most difficult to locate. On the first day of training - no Spanish-language Aide. Resorting to our own bank of community resources, we were able to find an acceptable replacement on short notice.

Once the project was underway, further adjustments were necessary since a 100% turnover of professional staff in the key participating branch, and staff changes in the other two affiliate branches necessitated a new approach in the supervisory structure and reporting procedures.

No sooner had these changes been thought through and implemented when the basis for our community canvass and effort ceased. Undetermined difficulties brought an end to the funding of the ABE component. We turned our attention to the Street Academy, its' staff and students, but its operations were about to be suspended.

RESULTS

Cooperative funding efforts need careful consideration, skillful coordination, and a maintenance of effort to insure the greatest level of achievement and purpose for staff, services and community.

Considerations in such a program include:

The need to establish project personnel as permanent and functioning members of the library units providing service to insure the greatest inter-action and understanding of everyone's role and responsibilities. This should also insure closer supervision and more ready follow-up.

A full-time supervisor with total responsibility for a program is necessary to provide the best results; the closer to the action, the easier to sustain involvement.

Involvement in library programs can lead to personal growth of new staff, greater use of library services for self and family, and the opportunity for job continuance and advancement.

Building an awareness of all resources in a service area is necessary so the library staff can take advantage and profit from them - as well as provide service to them.

Agency cooperation does allow greater group participation and cross patterns of service leading to more constructive problem solving and better community service.

Agency participation and involvement can lead to continued support for programming after initial funding has terminated.

Agency interaction and inter-awareness was heightened by the task force approach. Within this informal approach to problem solving, agency strengths and needs emerged and the exchange of ideas and resources was constant.

Monies that allow meetings of agency personnel to function on a social level are not without merit, such programs have great appeal.

The interaction nurtured by regular meetings provides a base for the growth of service and community awareness on the part of library personnel. It was through the rapport established in this setting and the ripple-effect created with a changing group that the library learned of community needs, and changing or additional opportunities available within this area. At the same time, agency personnel came to know more about the library and the many services available.

Multiple agency involvement adds to the difficulty of administration, especially when distances prevail and when funding is precarious. It also compounds the reporting process.

Special programs can allow purchase of and experimentation with non-traditional library equipment useful in adult learning situations, i.e. language-masters, globes, blackboards.

Involvement with particular programs and clients can serve to uncover other opportunities for library promotion and services within an agency; and also gaps in services such as special language needs other than those being addressed.

Wide and wise distribution of informational materials can lead to greater participation by the community in services and programs.

Flexibility on the part of project administrators and funding sources is needed to allow for adjustments and change once a program is underway.

CONCLUSIONS

This project has indicated the viability of "charting cooperative agency effort for efficient and effective service"; not to be denied because of the problems met under such an approach.

Projects such as this serve to spark the library staff, widen their horizons, and provide resources not usually available at the local funding level.

PROJECT COST
(Federal Support Only)

FINAL REPORT

Project Number 2-0931

Project Title The Right to Read for Adults

Project Director Kathlyn C. Adams Institution or Agency Monroe County Library System

Proposed Duration: (mos.) 18 Starting date: 6/1/72 Ending Date 11/30/73

A. DIRECT COSTS		
Personnel Salaries	51	4,907.21
Employee Benefits (charged as direct)	52	367.30
Travel	53	271.34
Supplies and Materials	54	126.36
Communications	55	180.20
Services		
Duplicating and Reproduction	56	
Statistical	57	
Testing	58	
Other: Library Materials	59	1,326.62
Final Report Production	60	
Equipment	61	579.09
Training Program Costs		
a. Trainee Support Costs	62	
b. Institutional Allowance	63	
Other Direct	64	84.00
Subtotal, Direct Costs	65	
B. INDIRECT COSTS	66	
C. TOTAL COSTS (Federal Support)	67	7,842.12

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Appendix I

The Right-to-Read for Adults
Project No. 2-0981

Abstract

Over a period of eighteen months a task force comprised of residents of the Model Cities area, library and Model Cities staff, Adult Basic Education students and members of the Model Neighborhood Council will be involved in the design and implementation of a series of RIGHT-TO-READ programs and "social occasions" (i.e. breakfast and coffee hours) within the library. These programs will be evaluated to determine the feasibility of such a method for discovering the communications needs of adults and for their success in introducing these adults to the Adult Basic Education program of the target area. Library in-house programs will be designed to fit the expressed needs of the participants. Library materials, A.V. equipment, facilities and staff will be available for adults and concurrent programs for their children. Project personnel recruited from the neighborhood will be responsible to a great degree for the project program and process. Existing Outreach Library Aides will be able to play an active role in recruitment for the Adult Basic Education program. Model Cities cooperation and coordination will be evident in training, programming, referral, and the financial assistance of a "mini-grant" of $2,000.

6/1/72

FOR INFORMATION

FEBRUARY 1973 (Revised)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOURS NIEVES	HOURS TERRY
MAIN LIBRARY 115 South Ave. 546-2260 Ext. 66 LINCOLN BRANCH 585 Clifford Ave. 232-4554	PORTLAND BRANCH 571 Portland Ave. 342-6640 MANUEL ALONSO 946 Clifford Ave. 544-8022	MODEL CITIES 560 Hudson Ave. 232-1150 ABE LEARNING LAB St. Theresa 14 Mark St. 232-2141	LIBRARY AIDES 1 Miss Gloria Terry 2/7 Mrs. Iraida Nieves 2/8	2		
5	6	7 9-12 A.M. Job Orientation MAIN LIBRARY Room 306 - Mrs. Adams	8 Carmen Cruz- Extension A.M. School # 50 Storytelling P.M. St. Francis Films MODEL CITIES OPEN HOUSE	9 9-12 Community Study MAIN LIBRARY Steve Lesnak (ABE & MODEL CITIES will send representatives) 1-2 ALONSO with Carmen Cruz.		
12 9-12 Aide Training 1- 4 " " Louise Lee/G. Terry LINCOLN BRANCH C. Cruz/I. Nieves School # 50 Inez Blake/I. Nieves	13 9-12 System Orientation - H. Hacker MAIN LIBRARY 1-4 Aide Training LINCOLN BRANCH L. Lee/G. Terry I. Blake/I. Nieves	14 9-12 Aide Training 1- 4 " " LINCOLN BRANCH L. Lee/G. Terry MANUEL ALONSO C. Canelis/I. Nieves	15 9:30-3 ABE LEARNING LAB Richard Bialczak	16 9:30-3 ABE LEARNING LAB Richard Bialczak 4-5 MAIN LIBRARY Nettie Winer TIME REPORTS DUE		
19 COMMUNITY WORK G. Terry - 4 hours I. Nieves/C. Cruz All day.	20 9:30-12 MAIN LIBRARY Sue Bovay Community File	21 9-12 MODEL CITIES 1- 3 " "	22 9-12 LINCOLN BRANCH David Thompson Community File 2-4 MAIN LIBRARY "Hottest Spot in Town" - Rm. 306 Mrs. Adams Report Session	23 9-12 PORTLAND BRANCH Steve Lesnak Community Study Fines, etc.		
26 9-12 Aide Training 1- 4 " " LINCOLN BRANCH L. Lee/I. Nieves I. Blake/G. Terry	27 9-12 MAIN LIBRARY A-V Training Lois Klonick COMMUNITY WORK - 3 hrs	28 9-12 MAIN LIBRARY A-V Training Lois Klonick COMMUNITY WORK - 3 hrs.				

FOR INFORMATION

MARCH 1973

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOURS NIEVES	HOURS TERRY
MAIN LIBRARY 115 South Ave. 546-2260 Ext. 66 LINCOLN BRANCH 585 Clifford Ave. 232-4554	PORTLAND BRANCH 571 Portland Ave. 342-6640 MANUEL ALONSO 946 Clifford Ave. 544-8022	MODEL CITIES 560 Hudson Ave. 232-1150 ABE LEARNING LAB St. Theresa 14 Mark St. 232-2141	1 COMMUNITY WORK 4 hours	2 9-12 MAIN LIBRARY Mrs. Adams Report Session Tour of Libraries TIME REPORT DUE		
5 1-4 COMMUNITY WORK	6 MAIN LIBRARY Linda Bretz STORYTELLING IN-SERVICE TRAINING COMMUNITY WORK 4 hrs.	7 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO	8 COMMUNITY WORK - 4 hrs.	9 9-12 MAIN LIBRARY Mrs. Adams Plan program for 29th Report session Letter writing 2-5 COMMUNITY WORK		
12 1-5 MAIN LIBRARY Carl Zimmerman Program Planning Public Relations	13 COMMUNITY WORK 5 Hours - G. Terry BOOKMOBILE - All Day I. Nieves	14 1-5 Branch Duty G. Terry - LINCOLN I. NIEVES - ALONSO	15 COMMUNITY WORK - 4 hrs	16 9-12 MAIN LIBRARY Mrs. Adams Report session Letters for mtg. TIME REPORT DUE		
19 1-5 MAIN LIBRARY Mrs. Adams Program Planning	20 COMMUNITY WORK 5 Hours - I. Nieves BOOKMOBILE - All day G. Terry	21 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO	22 COMMUNITY WORK - 4 hrs.	23 9-12 PORTLAND BRANCH Steve Lesnak Community Study		
26 COMMUNITY WORK - 4 hrs	27 COMMUNITY WORK - 4 hrs	28 1-5 Branch Duty G. Terry - LINCOLN I. Nieves - ALONSO	29 PROGRAM #1 Get together LINCOLN, PORTLAND or ABE CENTER	30 9-12 MAIN LIBRARY Mrs. Adams Report Session COMMUNITY WORK - 3 hrs. TIME REPORT DUE		

Appendix III

MONROE COUNTY LIBRARY SYSTEM
115 SOUTH AVENUE, ROCHESTER, N. Y. 14604

RIGHT-TO-READ ADULT BASIC EDUCATION

CONTENTS OF AIDES' KIT

Training Schedule/ monthly
Time record
Payroll sheet
"Reading & Storytelling"
"Your Library Card"
"Libraries & You"
Notebook & pen
City Map
Calendar
File card holder
Enrollee cards and dividers
Agenda
Application for library card
List of addresses and phone numbers of libraries & agencies
List of staff names
Got a Problem
Policy for Circulation for Print & Non-Print materials
"About Writing"
Pamphlet - Library for the Blind and Applications
"How to Tell a Story"
Did you Know about Library Hours
Map of Model Cities Area
Suggested Programs for Pre-School Story Hours
Hints for Storytellers
Once Upon a Time ...
How to Conduct Effective Picture Book Programs

Appendix IV

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JOIN US FOR COFFEE & DONUTS

AT OUR

"GET ACQUAINTED MEETING"

BRING YOUR CHILDREN
WE HAVE A SPECIAL PROGRAM
FOR THEM TOO!

APRIL 25, 1973
10 A.M. to 12 NOON
LINCOLN LIBRARY
585 CLIFFORD AVE.
corner JOSEPH AVE.

SPONSORED BY
MONROE COUNTY
LIBRARY SYSTEM
&
MODEL CITIES

IRAIDA NIEVES
GLORIA TERRY

Appendix IV

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ENCONTRESE CON NOSOTROS

PARA CAFÉ y PASTELERÍA

PARA CONOCERNOS

TRAIGA SUS NIÑOS SI DESEA

NOSOTROS TENEMOS UN PROGRAMA

ESPECIAL PARA ELLOS TAMBIÉN

25 de ABRIL

10 a 12 de la MAÑANA

BIBLIOTECA LINCOLN
585 CLIFFORD AVENUE

PROMOVIDO POR
MONROE COUNTY SISTEMA
de BIBLIOTECA
y
CUIDAD MODELA

IRAIDA NIEVES
GLORIA TERRY

BEST COPY AVAILABLE

WE WOULD LIKE TO HAVE

YOU OR YOUR

REPRESENTATIVE JOIN US FOR LUNCH

LINCOLN BRANCH LIBRARY
585 CLIFFORD AVENUE
(CORNER OF JOSEPH)
AT
12 NOON
THURSDAY, MAY 31

LET'S RAP & TRY TO CLOSE THE GAP
BETWEEN
THE PEOPLE & THE LIBRARY
WE NEED SUGGESTIONS
ON HOW TO MAKE THIS POSSIBLE
AND HOPE YOU WILL JOIN US

PLEASE CALL 546-2260, EXT. 66
ON OR BEFORE MAY 28
SO WE WILL KNOW WHAT KIND OF
SANDWICH TO ORDER FOR YOU.

ROAST BEEF
PASTRAMI
CORNED BEEF
TUNA FISH

GLORIA TERRY **** IRAIDA NIEVES **** K. ADAMS

Appendix V

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BIBLIOTECA MANUEL ALONSO

946 CLIFFORD AVENUE

¡GRATIS!

TENDRA CLASSES DE MACRAMÉ

TODO EL MES DE NOVIEMBRE

PARA ADULTOS

MARTES Y MIÉRCOLES
3:00 - 5:00 P. M.

ENSEÑADO POR LA SEÑORA ANA BROWN

ULTIMO DIA, DE REGISTRACION,

OCTOBRE 31

Para mas informacion llamar
544-0450 Ext. 22

O Visite la Biblioteca

BIBLIOTECA MANUEL ALONSO

946 CLIFFORD AVENUE

FREE

WILL HAVE MACRAMÉ CLASS

FOR ADULTS

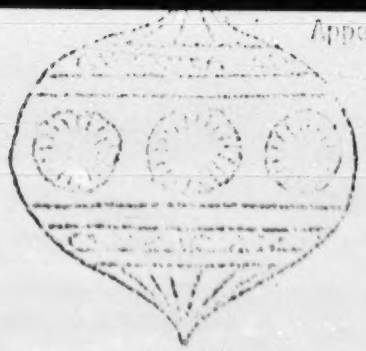
DURING THE MONTH OF NOVEMBER

TUESDAY AND WEDNESDAY
3:00 - 5:00 P. M.

TAUGHT BY MRS. ANA BROWN

REGISTRATION CLOSES OCTOBER 31

For more information & to register call
544-0450 Ext. 22
or
Visit the Library



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MAKE YOUR OWN

HOLIDAY DECORATIONS

AT

LINCOLN BRANCH LIBRARY

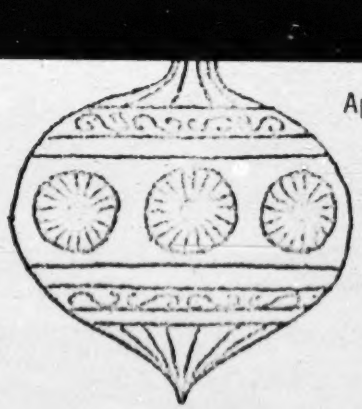
585 CLIFFORD AVENUE

232 - 5445

DECEMBER 10 & 12

10 AM - NOON

BEST COPY AVAILABLE



HACE SUS DECORACIÓNES

PROPIAS DE LAS

NAVIDADES

EN LA

BIBLIOTECA LINCOLN

585 CLIFFORD AVENUE

232 - 5445

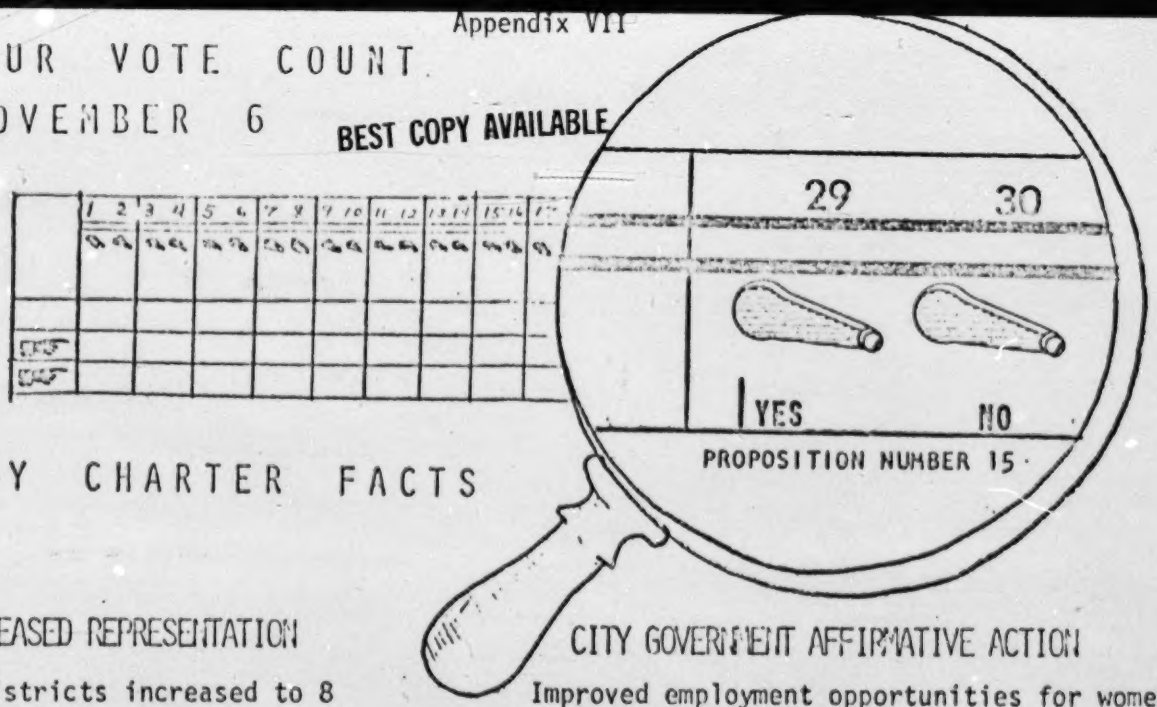
DICIEMBRE 10 Y 12

10 A 12 AM

MAKE YOUR VOTE COUNT

NOVEMBER 6

BEST COPY AVAILABLE



CITY CHARTER FACTS

INCREASED REPRESENTATION

City Council Districts increased to 8
"At-Large" Councilmen reduced to 3
Council members increased from 9 to 11
Your Representative is closer to your problems

DIRECTLY ELECTED MAYOR

Elected by ALL city residents
Authority & responsibility for City Government
Appointments need City Council approval
Aided by professional administrator

ETHICS CODE

Rewritten; Expanded; Strict new requirements

PLANNING DEPARTMENT

New emphasis: plans for neighborhoods & city

PUBLIC AFFAIRS COMMISSION

Citizen members nominated by American Arbitration Association
Recommends Council District Boundaries; elected officials salaries; staff for Council
Enforces Ethics Code

CITY GOVERNMENT AFFIRMATIVE ACTION

Improved employment opportunities for women & minority groups in city government

COMMUNITY COUNCILS

Permits decentralized advisory community districts by "Enabling Legislation"

ECONOMIC DEVELOPMENT COORDINATOR

Ombudsman between business & government to help city economic base

UPDATED/STREAMLINED ADMINISTRATIVE PROCEDURES

NO EXTRA COSTS

* * * * *

FOR MORE INFORMATION

YOU CAN GET A FREE COPY

OF THE COMPLETE CHARTER

AT YOUR NEAREST

ROCHESTER PUBLIC LIBRARY

This workshop is designed to acquaint all interested librarians, especially YA librarians, with the importance of up-to-date career materials and the services available from the Youth Opportunity Center that can be offered to the public through libraries.

All librarians interested in YA service are urged to attend so that they can preview materials and schedule the Youth Opportunity Center's Rotating Career Collection (demonstrated at the workshop) which includes:

1. Job Information Service: A microfiche record, available to the public, of jobs available in Monroe County;

2. Valuable reference materials in career fields; and

3. Multiple copies of career pamphlets.

There will be collections of "Career Opportunity" materials and information about materials collections nationwide available for all units.

MOST IMPORTANT will be the discussion on suggestions and ideas for Career Collections and Services to the public.

PLEASE REPLY ON OR BEFORE NOVEMBER 7, 1978

JEFF RICE
LINCOLN BRANCH

288-8864

NAME _____

LIBRARY _____

_____ I WILL ATTEND

_____ I WILL NOT ATTEND

BEST COPY AVAILABLE

THE YOUTH ADVOCATE PROGRAMS

PRESENT

A

IN-SERVICE TRAINING PROGRAM

"CAREER OPPORTUNITIES & ASSESSMENT"

with

Dr. [illegible]

& STAFF OF THE

YOUTH OPPORTUNITY C. TER

NEW YORK STATE DEPARTMENT OF LABOR

ARNETT BRANCH LIBRARY AUDITORIUM

310 Arnett Boulevard

MONDAY, NOVEMBER 12, 1973

9:30 - 12:00

In cooperation with

Outreach Services & Urban Information C[illegible]

MONROE COUNTY LIBRARY SYSTEM

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APPENDIX VIII

MONROE COUNTY LIBRARY SYSTEM - ROCHESTER PUBLIC LIBRARY

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December 17, 1973

To: Harold Hacker, Kay Adams, Sue Bovay, Bill Cox, Suellyn Hunt, John Mack, Rosemary Schifferli, and the New York State Employment Services staff at the Youth Opportunity Center

From: Jeff Rice, YA Librarian (Lincoln Branch)

Subject: Evaluation of the Career Opportunities Workshop

The evaluations of the Career Opportunities Workshop held November 12th have been compiled and finalized now that the majority of those who attended the workshop have responded. Of the 36 participants who attended the workshop to hear the New York State Employment Services' four-member team speak, 21 have responded to the questionnaire, "Evaluation of the Career Opportunities Workshop", dated November 19th.

Both the tabulated results and the participants' comments were most complementary towards the staff from the New York State Employment Services. Here is a specific and rather self-evident tally of the responses.

In your estimation, did the workshop succeed in accomplishing these specific goals which it set up?

	YES	MAYBE	NO	NO COMMENT
1. Explanation of the work done by the NYS Manpower Services Division.	19	-	1	1
2. Explanation of the use of valuable reference materials in the Division's work.	17	2	2	-
3. The library's role in providing career information to the public.	14	4	3	-
4. Use of NYS Employment Services Division's resources to various groups.	18	-	1	2
5. Explanation of the Rotating Career Collection (Road Show).	19	-	2	-

It can be ascertained from this chart that most people were completely satisfied with the presentation of the workshop.

Perhaps even more interesting than the tabular results are the responses which individuals made about the workshop. Here are the criticisms (well-put and well-taken, I might add) and the complements (equally, if not more, well-put and well-taken):

> "The workshop was very worthwhile. I was particularly impressed with Helen Curtis' presentation. Her many years of experience in the field and her enthusiasm for her work with young people were most evident. I am delighted that Mrs. Curtis will be coordinating and presenting the 'Road Show' for our interested community libraries."

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"Very well presented. Overcame for me the picture of the drop-of-the-street agency for unemployables. I was impressed by the versatility of the services and the up-to-date retrieval methods."

"Male speakers very poor. Overall, vague to me what was intended. Finally, things gelled together moderately well. Women's info was fine and direct..."

"What information gleaned was good, however I felt it was run-on and much too long. The total sum of the information presented could have been contained in 1½ hours with ample time for questioning."

"Well thought through on the part of the library staff involved and also the youth workers. Definitely needed... all in all a valuable and informative and pleasant morning."

"Good presentation except for the first man...who didn't seem to get to anything."

"A good workshop...fine job in organizing, planning, and conducting."

"Went quite well and was rather interesting."

"The two men were unclear, rambling, disorganized and spoke too low. The two women were very good -- answered the questions I had. The display seems little more than give-away literature."

"The entire program was well developed and presented."

"Too much repetition -- felt all the 'pep' talk on being a good librarian was unnecessary and condescending."

"The workshop succeeded in accomplishing its goals but in twice the time really necessary. I am looking forward to the 'Road Show'."

"Very stimulating -- it is very 'broadening' to find out about other organizations."

"The session was very pleasant as well as informative. Thanks."

"Worthwhile to learn about work done by NYS Manpower Services, especially the Youth Opportunity Center."

"One of the best. Practical and down to earth. Will help my understanding of the Urban File.

"I was very favorable impressed with the workshop -- the YOC staff was knowledgeable and articulate both in their presentations and their answers. We librarians are now in a much better position to assist those individuals who come to us for career guidance info."

The results of the workshop have been even more encouraging than the participants' comments listed above -- many libraries have signed up for the "Road Show" (Rotating Career Collection). Below is an updated list of the participating libraries and their approximate reservation dates.

Lincoln	November 5-9
Alonso	November 16-23
Henrietta	November 26-30
Edison Tech High School	December 3-7
Greece-Paddy Hill	January 7-11
Monroe	January 14-18
Portland	January 21-25
Maplewood	January 28-February 1
Sully	February 4-8
Arnett	February 11-15
Hudson	February 18-22
Edgerton	February 25-March 1

Also very interested in signing up for a date in March is Phillis Wheatley, with a possibility for Central's Teen Lounge and the main foyer provides space for the career collection. The remaining libraries who may not yet have a specific date in mind are not listed here.

Also branching out of this workshop is a special committe composed of four Young Adult Librarians who will periodically meet to recommend certain career pamphlets provided by the 100 organizations which I chose to contact for information on their specific trade or occupation. Reference guides deemed necessary for a core career collection will also be reviewed. The Youth Opportunity Center staff has offered its aid to us in the selection of these materials.

The Lincoln Branch has also received a grant of $200 for the rebuilding of its career collection, with the possibility of lending these valuable materials or giving information to other libraries when needed.

In sum, the Career Opportunities Workshop has been a success and its resulting actions which will be in effect for the months to come are excellent indications that we librarians are very much interested and concerned in providing the public with vital information in the careers field.

My thanks to the many people who have made this program a success.

Sincerely,

Jeff Rice, Lincoln Branch

The Monroe County Library System

brings you

Gaining Resources for Older Workers

FREE Employment Service

for 55 and over

Full Time - Part Time - Temporary

can help YOU and

will provide an
employment counselor

for YOU

in YOUR LIBRARY

Call 546-5363 for further information

300 placements in 1973!

APPENDIX X

Baden Street Settlement
Moving forward together

Phone 325-4910

BSS

152 BADEN STREET ROCHESTER, N. Y. 14605

January 14, 1974

Ms. Kay Adams, Director
Outreach Program
Rochester Public Library
715 South Avenue
Rochester, New York 14620

Dear Kay:

We received the Adult Education materials which you purchased as part of the Right-to-Read Program late last Monday.

It is really exciting to have all these books, workbooks, and other materials as part of our permanent library for the Adult Education Program. The students and teachers are really happy about having them, also. We gave the paperback dictionaries to those students who did not own one.

It was really kind of you to suggest this purchase for the program. This will make it easier to keep the program going. Thank You.

Thank you also for the Christmas gifts you donated. They were distributed to families who were in need of them and made many children happy, I'm sure

Please keep in touch, and if I can ever be of help to you, let me know.

Sincerely yours,

Eileen

Eileen C. Levy
Director of Tutoring

ECL:am

SENIOR CITIZENS OF MODEL CITIES OF
ROCHESTER, NEW YORK, INC.
33 HOLLISTER STREET
ROCHESTER, NY 14605
342-7530

January 28, 1974

Ms. Kathlyn C. Adams, Outreach Consultant
Monroe County Library System
115 South Ave.
Rochester, NY 14604

Dear Ms. Adams:

We are pleased, delighted, and over joyed with all the reading material you sent us. You can rest assured that it will be put to good use.

If I remember correctly you mentioned that there was a possibility that we might be able to get one or two magnifying glasses If this offer is still open we'll be happy to accept this reading aid.

Also if the craft materials are still available we can use them.

On behalf of all the senior citizens I extend our heartfelt and sincere thanks.

Sincerely yours,

Sara M. Li Vecchi

Sara M. Li Vecchi, President

rmv

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Dear Mrs Adams We Received your Package
Thank
you Very Much We Enjoy Reading
them We Read the Story about Harriet Tubman
Think you Very much

your Friend
Dennis L Madden

January 30 1974

Dear Mrs Adams we thank for books
we started to read book of
Harriet Tubman we will enjoy them
much.
I think the Spelling game is exciting
Sincerely Ella Brand

Dear Mrs. Adams We received Book you sharing
time to also they are wonderful Book we have learn
to many Wonderful things from Books learn
Living We Thanks we find the Lost Stamp Book
will for the Wonderful Book Received the Book about
Harriet Tubman you was very Thoughtful woman
and we like Share

Sincerely Yours
Willie Mae Perkins

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Lincoln Branch Library
585 Clifford Avenue

Wednesday, February 20 - 5pm - 8p
Wednesday, April 3 - 5pm - 8p

and

[illegible] Center No. 2
[illegible] North Clinton Avenue

Spanish Interpreters available

Saturday, January 26 - 9am - 3p
Saturday, February 9 - 9am - 3p
Saturday, February 16 - 9am - 3p
Saturday, February 23 - 9am - 3p
Saturday, March 2 - 9am - 1
Saturday, March 30 - 9am - 3p
Saturday, April 13 - 9am - 2p

Urban Information Center
Monroe County Library System
115 South Avenue
Rochester, New York 14604

1/74

Libraries Join IRS in Aiding On Tax Returns

Doing your own income tax returns this year and worried about making an error? The Rochester Public Library may be able to help.

Representatives of the Internal Revenue Service, in cooperation with the library, are offering free income tax service at the following libraries:

Phyllis Wheatley Community Library, 13 Bronson Ave., Feb. 2, 9 a.m. to 3 p.m.; Feb. 11, 5 to 8 p.m.; April 15, 5 to 8 p.m.

Lincoln Branch Library, 585 Clifford Ave., Feb. 20, 5 to 8 p.m.; April 3, 5 to 8 p.m.

Biblioteca Manuel Alonso, 946 Clifford Ave., March 4, 5 to 8 p.m.; April 6, 9 a.m. to 3 p.m. Spanish interpreters will be available at Biblioteca.

Similar free income tax service on several dates from February until April will be given at Action for a Better Community's Center No. 1, 42 S. Washington St. and at its Center No. 2, 609 N. Clinton Ave. where interpreters will also be on hand.

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INNER-CITY SMALL BUSINESSMEN'S AND WOMEN'S WORKSHOP

PURPOSE (1) To improve managerial ability of anyone currently in a business capacity; (2) To provide a workshop that will help the participants to become successful in their business; (3) To see whether this is an area where Extended Services can be of use to the small business segment of the community for further educational program.

This program will be designed to examine "real issues" by considering needs, resources and practical applications. The presentations will be conducted by local people who are experienced and active in the developing of minority businesses.

FOR WHOM Small businessmen, owners, employees, concerned citizens, and anyone who would be benefitted by this workshop.

WHERE Rochester Institute of Technology, Metropolitan Center, 50 West Main St. Rm. 313 3rd floor

WHEN One night a week Wednesdays Oct. 10 – Nov. 14, 1973

TIME 7:30 – 9:30 p.m.

FORMAT Session will include: Lecture, action oriented techniques.

FEE $25.00 per person – include materials, certificate and Social Hour.

INFORMATION

Those wishing more information may call Mrs. Jessie James or Miss Grace Law at 262-2729 or 262-2740

SCHEDULE

Oct. 10 Going into Business
1. Business Types
   a. Corporation, partnership, joint venture, etc., problem in business - failure or success
2. Business organization
   a. lease, rental, mortgage, etc.

Questions and Answers

Oct. 17 Business Procedures
Bookkeeping, accounting, records, banking and checking account, petty cash, personnel, financial statement, etc.
(Demonstration)
Questions and Answers

Oct. 24 Financial Support
EDC, SBA, Model Cities, RBOC saving and commercial banks, bank rate, private development with conventional financing.
Questions and Answers

Oct. 31 Insurance and Taxes
Fringe Benefits, Social Security, Income Tax, Workmen Compensation, Liability Ins., Fire Protection, error and omission, hot items, Liquidation.
Question and Answers

Nov. 7 Communication and "goodwill"
1. Advertising and public relations
   a. Business conduct, telephone, stationary, secretary, newspaper, daily records, business cards, letter writing, library research.
   b. Memberships; Better Business Bureau, Chamber of Commerce, Credit Bureau, and others.
2. Investment
   Insurance, Stocks, and others - advantages, and disadvantages
   Problems in business
   Questions and Answers

Nov. 14 Last session, Review, Round Table Discussion
Success Story - Social Hour

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Alamo Navy
Imaida New
Nov. 30, 1972
Fair well Report

To the Dearest People in our lives,

We wish to express our deppest thanks and our love to all of the Model County Library staff and a good a very special one to Kay Adams and Nettie Winer. It is a very nice feeling to know someone cares, by that I mean the trying times we have had with the first few months of training. They were hectic and confusing, but very interesting and helpful in our job.

They thing we enjoyed the most were the meeting of people, the meeting of the neighborhood. I mean I really never looked at what was around me. The people, the places and the goings-on in the neighborhood look different because they are. I have changed I see things has they really are. I can now by-pass that "front" that they have up and see what they really are.

Also I wish to thank Kay for send us over to the Model Cities typing class we really didnt think it could be so easy to learn new different experince in a few short weeks.

We wish to thank everyone at the model cities program.

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Then there were the classes at P.I.T. A session were educational to the mind and the body as well. The Rap and Produce was for the body and self being and the Group Awareness was for the mind and also the self being. I wish (both of us) to thank Mrs. Jessie Jones and Grace Law for their helping hand in our education.

I loved the Spanish Library I myself think it is a wonderful help to the whole ~~city~~ community and the system as well.

I really engayed Mr. Thompson and his staff at Lincoln Branch. They were a wonderful group to work with even if for only one day a week

Although I have seen very little of Portland and Cathy; None of Winter but some of Steve I wish to THANK them for their effort in our little project.

All this amounts to is one thing:

We will miss you; hope we can get it back together with you AND MANY, MANY THANKS to ALL of the system for it's Helping hand in our "just Starting" lives.

THANK. You-for Everything — Enaida Nieves
Gracias Por Todo. — Gloria Terry

Appendix XIV

RIGHT-TO-READ FOR ADULTS
Task Force Evaluation

From the beginning, the Right-to-Read program was plagued by delays in hiring personnel as community aides to initiate the door-to-door canvassing of the Model Cities neighborhood. The canvassing was the key component to determine the needs of the area, to publicize the existence of the Right-to-Read program, and to recruit potential area residents as members of a Citizens' Advisory Board.

As a result of the delays, a Citizens' Advisory Board was not established. However, agencies in the area were able to plan joint activities that reflected interests of the area. These activities were to be used as occasions to encourage participants to attend Adult Basic Education classes available in the area.

Shortly after the library community aides were hired, the Adult Basic Education component of the program was notified that their funding would end June 1. Now that the foundational work had been done, the prime component of the program was no longer in existence. So, in effect, the Right-to-Read Program was a failure.

However, a switch in program objectives enabled the Agency Planning Committee to salvage the program and accomplish similar objectives of encouraging participation in Adult Basic Education type of activities being offered by various agencies in the area. The growth of agency interaction and program participation is a definite positive result of the Right-to-Read Program. Also agencies began their own ABE activities which the library was able to aid with materials and supplies.

These activities have resulted in long term cooperation between the library and community agencies.

SL/nw

ORIGINAL PROPOSAL

The RIGHT TO READ (translate "Ability to Communicate") for adults has long been neglected - especially for those locked into poverty and out of those channels accessible to other members of our society. With today's "small world" and media bombardment, communication skills and the ability to function under the visual and audio assault is imperative for everyone.

With this in mind, the Monroe County Library System proposes this opportunity to enter into a cooperative venture with the City School District and the Model Cities Program of Rochester that will seek out, identify and recruit people to participate in an educational program offering the essentials of Basic Education and the opportunity to obtain High School Equivalency Diplomas; and to acquaint them with the services and materials available through their public library system.

OBJECTIVES

It has been demonstrated that skills cannot be generated in a vacuum. The personal and industrial mobility, rapid technological developments, educational expectations and social pressures of today demand personal growth and development that call for utilization of the opportunities available through all educational agencies. With this in mind, the immediate OBJECTIVE of this project will be to promote a cooperative venture with the Adult Basic Education program presently underway in the Model Cities neighborhood. This will involve:

1. Devising Spanish and English language programs within the library that will appeal to inner city adults to introduce them to library programs and materials of appeal to them and their families.
2. Offering optional and alternative methods of communication using various media in addition to print materials.
3. Creating a method for identification and referral of candidates for the educational program in the Model Cities area.
4. Providing some job opportunities for residents of the target area.
5. Involving residents in planning and decision making in programs that affect their lives.

PROCEDURES

Although the Outreach Consultant of the Monroe County Library System will act as the Project Director, to a great degree, the responsibility for planning and evaluation will rest with a TASK FORCE composed of members selected from:

residents of the target area
participants in the Adult Education Program
staff of the Model Cities Program
staff of the library system
representatives on the Model Neighborhood Council

Project staff will include two part time library aides recruited, if possible, from the Model Cities Adult Educational Program. While both will be responsible for programs design and implementation, the prime responsibility of one Aide will be recruitment; the other will coordinate and supervise the program structure.

It has often been demonstrated that a less than structured approach is one of the best means of eliminating barriers and creating an atmosphere of confidence and discovery. With this in mind, it is planned to use the facilities, materials, and such staff time as possible to implement informal meetings and social occasions - breakfast, brunch, tureen suppers planned by project staff.

Spotting programs in various time slots should insure wider participation of the employed as well as the homemaker. At such times as necessary or desirable, children's programs would be carried on simultaneously with those planned for adults.

In-the-library programming offers exposure to library staff, materials and services to:

students
teachers
family members of the student
agency staff

Out-of-the-library programs offer all of the possibilities of library outreach philosophy:

on-the-spot availability
accessibility to those unable to come to the library
supportive measures for regular library services
knowledge of and exposure to agency facilities

Basic to the programs would be the underlying theme of the opportunities the library offers to the individual for self-development at his own level of achievement and pace and secondarily those opportunities available to all the members of his family.

Two libraries located within the target area - one incorporating a media center - the other designed to serve the Spanish speaking residents - are ideally located for program purposes.

Recruitment of participants will be the province of:

Two part time library aides hired for this program
Staff of the Model Cities, adult education program
Existing library aides as they perform their regular duties

Regular self-appraisal of the "benefits", results, advantages and purpose of the programs will be undertaken by staff, Task Force, and participants. The participant response should be the most effective measure available and/or advisable for a critique of any value. Final reporting of the results (negative or positive) of such inter-agency cooperation in planning and program production should prove of assistance to any library desirous of offering service to its entire community. It should be useful too as an indicator for charting cooperative agency efforts for efficient and effective service.

Kathlyn C. Adams
Monroe County Library System
March 21, 1972

KCA:CR